

California Curriculum Matrix for Language Arts

California Language Arts Standards/Benchmarks Grade 9 Excerpt	Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 9-10	National Essential Skills Study (NESS) Rankings Rank		NESS	STAR	Priority
<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p>	<p><u>Reading Standards for Literature</u> Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>Reading Standards for Informational Text</u> Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>Language Standards</u> Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H

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2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	<u>Reading Standards for Informational Text</u> Craft and Structure 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.	M	H	H
		E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
		E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	<u>Reading Standards for Informational Text</u> Integration of Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <u>Writing Standards</u> Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	L	M